


THE INFLUENCE OF TEACHER-PUPIL RELATIONSHIPS
ON THE SOCIAL ADJUSTMENT OF HOMEMAKING
STUDENTS IN A SMALL RURAL
HIGH SCHOOL

APPROVED:


Major Professor


Minor Professor


Dean of the School of Home Economics


Dean of the Graduate School

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STUDENTS IN A SMALL RURAL
HIGH SCHOOL**

THESIS

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217416

Rebecca Park Malone, B. S.

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217416

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
LIST OF ILLUSTRATIONS	v
INTRODUCTION	1
PROCEDURE	7
General Plan of the Study	
Selection of the Testing Instrument	
Statistical Treatment of Tests	
Teacher-pupil Relationships	
RESULTS	19
SUMMARY AND CONCLUSIONS	44
APPENDIX	47
BIBLIOGRAPHY	52

LIST OF TABLES

Table		Page
1.	Age-grade Distribution of Girls in Homemaking Classes	8
2.	Mean Difference, Standard Deviation, Standard Error, and Critical Ratio for Pre- and Post-test Scores on Two Sections of the Washburne Test.	20
3.	Mean, Mean Difference, Standard Deviation, Standard Error of the Mean, and Critical Ratio for Pre-test and Post-test Scores on Various Adjustment Traits.	22
4.	Median Scores on Adjustment Traits for Various Age and Grade Groups.	24
5.	Anecdotal Records Showing Evidence of Change Traceable to Teacher-Pupil Relationships	35

LIST OF ILLUSTRATIONS

Figure		Page
1.	Gains of All Homemaking Girls on Various Adjustment Traits	26
2.	Gains of Fifteen-year-old Girls on Various Adjustment Traits	28
3.	Pre- and Post-test Comparisons of Various Adjustment Traits for Different Age Groups	30
4.	Comparison of Pre- and Post-test Achievement Levels of Different Grades in Various Adjustment Traits	33

INTRODUCTION

That the most effective teaching is done by experienced teachers is a generally accepted fact. This explains, in part, why a novice, in the teaching field, realizing that her lack of experience is a handicap, looks about for a technique which will help her to influence her pupils while she gains experience. Even the experienced teacher recognizes the importance of factors other than classroom techniques in bringing about desired changes in her students.

The results of at least one study show the importance of factors other than experience which contribute to teaching success. Using forty student teachers with classes of twenty to thirty-five pupils each, Remmers and Smalzried¹ (1943) made a factor analysis of the Purdue Rating Scale for Instructors in an Eastern teacher-training college. This scale, which is made up of personal qualities related to success in teaching, was used by the pupils to rate their teachers. The qualities on which the teachers were rated were: interest in subject, sympathetic attitude, fairness in grading, liberal progressive attitude, presentation of subject matter, sense of proportion and humor,

¹H. H. Remmers and N. T. Smalzried, "A Factor Analysis of the Purdue Rating Scale for Instructors," Journal of Educational Psychology, 34 (1943), 363-367.

self-reliance and confidence, personal peculiarities (freedom from), personal appearance, and stimulation to intelligence and curiosity. A factor analysis revealed that the qualities of teachers as rated by their pupils could be grouped into two factors, professional maturity and empathy. Empathy was defined as the ability to wear the student's shoes, including interest in the pupil's learning and the recognition of individual differences.

Numerous studies have been made to determine the nature and extent of the teacher's influence on her students apart from her classroom teachings. Of these, several have been directly concerned with the impact of the teacher on various aspects of student adjustment. Bollinger² had a three-fold purpose in studying the social impact of the teacher on the pupil's adjustment in three high schools in Madison, Wisconsin (1945), involving 405 teachers and pupils. He attempted to discover the significant differences in social adjustment, attitudes, information, and behavior of the teacher and the pupil groups; what relationships existed between the teachers' and the pupils' social adjustment, attitudes, information, and behavior; and whether these social relationships would show significant change during a six months' interval in a single school year.

²Russell V. Bollinger, "The Social Impact of the Teacher on the Pupil," Journal of Experimental Education, 8 (1945), 153-173.

In the extensive testing, both teachers and pupils took social adjustment tests. Pupils took tests on social information and attitudes as well. The relationship between teachers' scores and pupils' scores was determined, and the results from the three schools were compared. In the findings, only one school approached a significant gain in social adjustment as measured by the Washburne Social Adjustment Inventory.³ There was no further evidence that teachers induced pupil gains in social adjustment; however, there was a high correlation between the teachers' and the pupils' social adjustment.

Another study indicates that better teaching results from teacher-pupil understanding. Ojemann and Wilkinson⁴ found at the Iowa Child Welfare Center (1939) that teachers are more effective guides to learning when they know the pupils as personalities. This study was made on matched groups of ninth graders with thirty-three individuals in each group, over the period of one school year. Tests on attitudes, personality conflicts, and pupil adjustment were given to both groups as pre-tests and post-tests. The experimental group was then given personality tests in order to determine possible problems. The investigators made visits to the homes of the experimental group and

³ A copy of the Washburne inventory is included in the Appendix.

⁴ Ralph H. Ojemann and Frances R. Wilkinson, "The Effect on Pupil Growth of an Increase in Teachers' Understanding of Pupils' Behavior," Journal of Experimental Education, 8 (1939), 143-147.

kept anecdotal records of behavior. They then familiarized the teachers of this group with problems and the home life of the pupils.

The experimental group showed growth in all areas tested. The difference in mean grade points between groups resulted in the significant critical ratio, 3.43, of the standard error to the mean difference. In attitudes, the experimental group gave evidence of feeling better toward school. They were less occupied with personality conflicts at the end of the year than at the beginning. In general adjustment, the critical ratio of the standard error to the mean difference was 4.600. Results showed, consistently, that when teachers learn to know pupils as personalities in their home environment, the teachers are more effective guides to learning.

A study to explore teacher-pupil relationships in providing for the growth and development of pupils was made by Flory, Alden, and Simmons⁵ (1944), who sought to determine whether the classroom teachers could improve the personality adjustment of their pupils by giving standard personality tests. In Appleton, Wisconsin, each fourth-grade pupil was given a standard personality test. About twenty-six pupils, comprising 10 per cent of those tested, ranked below the twenty-fifth percentile. The teachers, with no outside help other than

⁵Charles D. Flory, Elizabeth Alden, and Madeline Simmons, "Classroom Teachers Improve the Personality Adjustment of Their Pupils," Journal of Educational Research, 38 (1944), 188.

the diagnostic profiles from the test, used whatever means they chose to develop these children. Low ranking pupils improved 20 per cent as they went into the fifth grade, and 10 per cent as they went into the sixth grade as a result of special attention that was given them from year to year. The researchers concluded that, in some cases, the element of time may be the major factor in improving personality adjustments, and that teacher-pupil relationships are likely to affect significantly the amount of gain achieved.

An outstanding contribution toward the understanding of pupils' needs and toward the establishment of teacher-pupil relationships to meet those needs was made by Fults⁶ (1948) in homemaking classes. The study had as its purpose to determine the change in pupils and teachers when the emphasis was placed on good human relationships within the group. In three rural high schools near Conway, Arkansas, special attention was given to individuals having learning difficulties which were discovered in first-year homemaking classes. Teachers worked with the entire group, but treated selected groups for learning difficulties. In-service training was provided the teachers to prepare them to meet the pupils' basic needs for belonging, achievement, economic security, freedom from fear and guilt, love and affection, personal integrity in sharing, and for understanding and knowledge. The

⁶Anna Carol Fults, "Improving Learning Through an Emphasis on Human Relations," Childhood Education, 24 (1948), 305-307.

pupils improved significantly in intelligence and reading skills as shown by the standardized tests. Social acceptability was increased, as shown by the two types of tests administered at the beginning and at the close of the semester. The investigators found improvement in the techniques and approaches used by the teachers in working with their students.

The foregoing studies show that factors other than experience contribute to teaching success; that better teachers and teaching procedures are produced from teacher-pupil understanding; that low-ranking pupils can be helped directly in improving personality adjustment; that pupils can be helped directly with learning difficulties caused by failure to provide for their basic needs; and that there is a high correlation between the teacher's and the pupil's social adjustment. The present study proposes to determine whether or not teacher-pupil relationships bring about improvement in the social adjustment of home-making students in a small rural high school. It further proposes to determine the nature and extent of any measurable improvement.

PROCEDURE

The students used in this study were the members of the homemaking classes of a rural high school. There were twelve teachers in the combined elementary and high school, including the superintendent and two principals. Six of these teachers shared the classes of the eighty high school pupils. The homemaking teacher and the English teacher were the women members of the high school faculty.

The school is located in the town of Alvord, Texas, population 823, in Wise County, about fifty miles from Fort Worth. Farming, dairying, and small-scale ranching are the chief occupations. Peanuts, watermelons, cantaloupes, and tomatoes are the important crops, besides the feed which is produced for animals on the farms. Much of the sandy land has been reclaimed by the government and returned to grasslands to check the extensive erosion. Other people in this small town are employed by the school system, by a major oil company pump station, by the railroad, by numerous grocery stores and filling stations, and by aircraft factories in near-by Fort Worth.

The homemaking program was a new vocational unit for the school and employed a full-time teacher for the first time in several years. Three ninety-minute class periods were scheduled, one of which served an eighth-grade group not involved in the study. Table 1 shows

the age-grade distribution of girls in homemaking classes. Of the thirteen freshmen, nine were fourteen years old and four were fifteen. In the tenth grade, there were two fourteen-year-old girls, five fifteen-year-olds, and two sixteen-year-olds, making a total of nine. Of the six girls in the eleventh grade, two were fifteen years old and four were sixteen. Out of the five senior girls who were taking homemaking,

TABLE I
AGE-GRADE DISTRIBUTION OF GIRLS
IN HOMEMAKING CLASSES

Classification	Age				Total
	14	15	16	17	
Ninth grade	9	4	0	0	13
Tenth grade	2	5	2	0	9
Eleventh grade	0	2	4	0	6
Twelfth grade	0	0	3	2	5
Total	11	11	9	2	33

there were three who were sixteen and two who were seventeen. The thirty-three girls were divided into two fairly equal classes. The sophomore and junior girls met class together during one period, while

the freshmen and seniors met together as a class during the following period.

Within the limits of the homemaking teacher's experience, the goal-seeking method of teaching was used. The following units were developed through teacher-pupil planning: personal care and grooming, clothing construction, feeding the family, child care, home care of the sick, home improvement, the wise use of money, and family and personal relationships.

General plan of the study. -- The study was planned to begin in the fall and to be carried on throughout the school year. The general plan involved the following procedure:

Use tests at the beginning of the school year to determine the social adjustment of girls enrolled in homemaking classes.

Use the results of tests to discover problem areas of adjustment.

Establish teacher-pupil relationships on a friendly, personal basis by making and maintaining out-of-class contacts with students at school, at home, and in the community. Make use of conferences, home visits, and Future Homemakers of America for out-of-class contacts.

Use the sponsorship of the junior class and of extracurricular activities, as well as participation in various community activities, as a means of extending teacher-pupil relationships outside the homemaking areas.

Act as counselor for problems of homemaking students, co-operating with other teachers whenever possible.

Administer tests at the close of the semester to determine whether there is any change in the social adjustment of the students.

Treat results of tests statistically to find out whether there was significant change in social adjustment scores or in the scores of any of their constituent elements.

Determine the relationship of age and grade to changes in social adjustment.

Keep anecdotal records of the problems, the strategy used in their solution, and the results observed.

Selection of the testing instrument.—From the many available tests, Washburne's Social-Adjustment Inventory¹ was chosen for use in determining the social and emotional adjustment of the pupils. The test is recommended by its author as a convenient device for helping teachers to get better acquainted with their pupils.

The Thaspic edition of the inventory was used in the present study. Thaspic is a coined word representing the following traits: truthfulness, happiness, alienation, sympathy, purpose, impulse-judgment, and control. These letters are convenient labels for question clusters, and should be used only as such—that is, merely as

¹A copy of the Washburne inventory is included in the Appendix.

slightly more distinguishing than the terms "question group A" or "question group B."

The traits fall into three divisions: Truthfulness, HAS, and PIC. Truthfulness is not so much a trait as it is a screening device for eliminating those who try too hard to give the answers that seem to be right. A low T-score indicates a willingness to report accurately one's own feeling and conduct on the questionnaire.

The HAS section of the inventory deals chiefly with emotions and attitudes connected with personal relationships. A low Happiness score indicates satisfactory adjustment as revealed in the happiness of the individual. The term includes contentment, a sense of well-being, and the feeling that life is worth-while. The Alienation score indicates satisfactory social and emotional adjustment as revealed by a sense of non-alienation, a sense of basic similarity, of common humanity with others, and of psychological security and emotional stability in social situations. In a former edition of the test, this key word was poise. Sympathy is defined as sensitivity, empathy, or responsiveness to other people.

The PIC section of the inventory deals with various aspects of self-direction, self-organization, and self-regulation. A low Purpose score indicates satisfactory adjustment as revealed by a sense of purpose, this term being defined as desire definitely directed toward a

goal involving plan, evaluation, selection, and effort. Satisfactory Impulse-judgment may be defined as the ability to judge well between conflicting impulses, so that satisfactions which are recognized as greater, but more remote or more difficult, are not discounted in favor of easier or more immediate but obviously lesser satisfactions. A low Control score indicates satisfactory adjustment as shown by a sense of self-control, self-regulation, and the ability to make and execute plans.

Not only is this a valid instrument with which to measure social adjustment, but it is also a reliable one. The biserial r coefficient of validity is .90, and the coefficient of reliability as determined by a retest of college students after an interval of one semester is .92. For the subtests, except Truthfulness, the approximate range of the coefficients of reliability is from .80 to .90.²

The first test was given the first week in November, and the post-test was presented in early May. This represented a period of six months. During the early months of the school year, the students had taken brief quizzes and made checklists that related to personal feelings and actions. These so-called "check-ups" were received as interesting novelties. When they were given the social adjustment inventory, the students were told that this test would help to meet their

²John N. Washburne, Manual for Interpreting Washburne's Social Adjustment Inventory, p. 12.

needs during the school year. They accepted the test cheerfully, but tired somewhat during the forty-five minutes usually required to answer it.

Statistical treatment of tests. — The tests on social adjustment were repeated at the close of the school year to determine whether there were changes in the social adjustment of the students. The tests were scored, and the arithmetic mean found for each of the phases of the test. The difference in scores on the post-tests was subtracted from the scores on the pre-test, since the lower score indicated the more satisfactory adjustment. A statistical treatment was used to determine whether there were significant changes in the home- and school-influenced sections of the test as well as in the various adjustment traits. The following formulas were applied to find the critical ratio:

$$\text{Mean difference (Md)} = \frac{\sum X}{N}$$

$$\text{Standard deviation (S)} = \sqrt{\frac{\sum X^2}{N} - Md^2}$$

$$\text{Standard error of the mean (Sm)} = \frac{S}{\sqrt{N-1}}$$

$$\text{Critical ratio (CR)} = \frac{Md}{Sm}$$

In order to determine whether age or grade was responsible for changes in the various phases of adjustment, the homemaking girls were divided according to ages and grades. The median score for each age and grade division was plotted on a profile chart made according to that on the first page of the Washburne test.³ A bar graph was used to summarize the results of the different age groups. The scores of girls of different grades were located on a spot graph. Each of the graphs used percentiles and achievement levels that were set up in the original profile chart.

Teacher - pupil relationships. — The social adjustment tests revealed problems that could be dealt with by conferences with students and visits to their homes. In order to make good use of these means of making out-of-class contacts with students, the teacher adopted the following aims from Strang:

- To establish friendly relations.
- To gain understanding of the pupil and her needs.
- To give information or guidance when pupil or parent is ready.
- To provide experience in the satisfactory use of a given period of time.
- To encourage pupil or parent to think through her problem and work out a solution.
- To help the pupil gain insight into why she behaves as she does.
- To help her feel more confident of the future.⁴

³See Appendix.

⁴Ruth Strang, Every Teacher's Records, revised form, 1942.

The last two periods of the school day were scheduled for conferences and home visits. There was a conflict at that time with physical education, in which the girls practiced basketball, volleyball, and baseball in season. The girls who participated in these sports did not make use of conference time as regularly as those who were glad to leave study-hall. The term "conference" was purposely avoided by the teacher. The pupils referred to the time as "your, the teacher's, time off." They asked for permission to come to the homemaking rooms to get individual attention in sewing, to work on some special project, to prepare for a foods or child-care laboratory, or to find an opportunity, as was the case with bus pupils, to visit with classmates. If the teacher planned the conference, there was informality in the planning rather than a set schedule. It was not unusual for a girl to come in and say, "I have a problem." The problem might or might not relate to a problem area in social adjustment. The role of the teacher in counseling was that of a listener, helping the girl to clarify her own thinking and to reach her own conclusions.

Home visits were re-established as part of the homemaking program. The pupils learned that the purpose of these home visits was for the teacher to become better acquainted with the pupils and their families so that she could help them better to meet their needs as future homemakers. They learned, too, that the teacher would not just

"drop in," but would visit them when it was convenient for the mother. The pupils were invited to accompany the teacher in order to introduce her to the mother or direct her to their homes.

The plan of establishing teacher-pupil relationships that would result in growth of the students included the work of the Future Homemakers of America, of which the teacher is automatically the sponsor. Because neither the teacher nor the pupils were familiar with the organization, the program was limited. However, since interest was high, provision was made for attending meetings away from home. Ten girls attended the Area IV meeting of Future Homemakers in Denton in the early spring. This trip was made on the school bus, and girls took paper-sack lunches to eat picnic style. The association with many other high school girls, the installation ceremony, and the visits to college campuses made this an impressive trip.

Because attendance at the state meeting of the Future Homemakers of America was not limited that year, five girls attended the three-day state convention with their teacher. Aside from the excellent program, the trip was a pleasant one for the group. In sharing the automobile trip to and from San Antonio, and the suite of rooms at the hotel, the teacher and the girls shared a sense of companionship. The group took in as many added attractions as possible in the time that was available. They visited the missions and the zoo in San Antonio. At San Marcos, they stopped for a ride in the glass-bottom boat. In

Austin, they went to the top of the State Capitol Building and to a big theater to see "Cheaper by the Dozen," the movie based on the story recounted in a book which they had read in class.

Other activities sponsored by the teacher were the Pep Squad and the junior class. All of the homemaking girls but two were in the Pep Squad which went on the school bus to out-of-town games. On the bus and at home games the teacher associated with the pupils in a close relationship. Besides chaperoning the girls, she interpreted the games to them. At the end of the football season, the Pep Squad helped the football mothers entertain the team. Together, the teacher and the girls decorated and set the table for the banquet.

The homemaking teacher sometimes went on the school bus to girls' basketball games as a chaperon. During the county play-off there was a game each night of the week. These games elicited high interest and were often discussed by the members of the group.

The biggest undertaking of the year was the annual junior play, which the homemaking teacher directed. Twelve of the fourteen members of the class made up the cast. Play practice, held at night, was a social time for these boys and girls. One girl who lived in the near-by community was able to take a leading role in the play only because the teacher arranged her transportation into town for practice. The play, which was presented once in the school auditorium and once in the neighboring community, increased class funds materially.

With the money made on several smaller projects, the juniors were able to finance the junior-senior banquet. The six girls who were also members of the homemaking class shopped with the teacher for decorations and corsages. They spent conference time for a week in making decorations. On the day of the banquet, the girls spent the afternoon decorating the tables in the banquet room of a coffee shop in the neighboring town of Bowie.

Other outstanding school and community activities in which the teacher and homemaking girls worked, together with parents and other members of the school staff, were a Halloween carnival, a dinner meeting of the Wise County Teachers' Association, an all-school Christmas party, and a May carnival. The teacher also attended church regularly and shared in the students' religious activities.

Daily records were kept of incidents that reflected girls' needs and interests. To facilitate the keeping of these records, colored cards were used for the different grade groups. This practice made it possible to keep convenient records which were easily available and quickly filed. The anecdotes were analyzed and made into a journalistic table to show the incidents, strategies, and results of teacher guidance on the various adjustment problems which she observed in the girls.

RESULTS

Of the thirty-three girls enrolled in homemaking classes during the year, thirty-two attended regularly and had complete test and anecdotal records. Of the thirty-two pairs of tests, six pairs were discarded because the T-scores, indicating Truthfulness, were too high to assure the reliability of the test responses.

The tests were treated statistically to determine whether the pre- and post-test score increases were significant. Not only the total adjustment scores, but also each of the scores for the seven traits which constitute the total score were compared. The statistical procedure included computing the mean difference, the standard deviation, the standard error, and the critical ratio for each trait represented in the paired tests.

The critical ratio for the gain of the homemaking students on total adjustment was 2.198. According to Fisher's "Tables of F and t ,"¹ the values of t for twenty-six samples, $N-1 = 25$, when one degree of freedom is allowed, are $t_{.05} = 2.060$, at the 5 per cent level of confidence, and $t_{.01} = 2.787$ at the 1 per cent level of confidence. The first value is considered significant and the second one highly significant.

¹R. A. Fisher, Statistical Methods for Research Workers, Table XXXV, p. 89.

Referring to the critical ratio for social adjustment, 2.198, in terms of Fisher's values,² it is seen that the total score gain on the post-test is significant. This indicates that, on the whole, the group had improved their social adjustment during the period of the study.

Improvement on total adjustment pointed out the importance of determining whether the gain was due to HAS, the home-influenced traits, or to PIC, the school-influenced traits. As stated before, the Happiness, Alienation, and Sympathy scores reflect the personal relationships of the students, whereas the Purpose, Impulse-judgment, and Control traits deal with self-direction, self-organization, and self-regulation. Table 2, presenting the mean difference, the standard deviation, the standard error, and the critical ratio for the pre- and post-test scores on the HAS and PIC sections of the Washburne test, shows the results of the comparison of the home-influenced and

TABLE 2

MEAN DIFFERENCE, STANDARD DEVIATION, STANDARD ERROR, AND CRITICAL RATIO FOR PRE- AND POST-TEST SCORES ON TWO SECTIONS OF THE WASHBURNE TEST

Section of Test	Md	S	Sm	CR = $\frac{Md}{Sm}$
HAS	30.00	40.849	28.181	1.065
PIC	56.33	13.489	9.539	5.905

²Ibid.

the school-influenced traits. The critical ratio, 1.065, for the HAS section is not significant when compared with Fisher's³ $t_{.05} = 4.301$ for samples of three. The PIC section has a difference that is significant, since the critical ratio, 5.905, is well above the $t_{.01}$ value.

After the significance of the gains of the home- and school-influenced traits had been determined, the tests were further analyzed to find out which of the individual traits were responsible for the gains. Table 3 shows the mean, the mean difference, the standard deviation, the standard error, and the critical ratio of scores for each trait. The lower score represents a better adjustment than the higher score. Inspection of the table shows that Happiness is the only trait on which there is significant gain. Its critical ratio is 2.260, as compared with Fisher's⁴ $t_{.05}$ value of 2.060. The Sympathy trait shows a slight loss, but its critical ratio, .784, is not significant. The gains in other traits are also too small to be judged significant when considered singly.

The results in Tables 2 and 3 seem to be inconsistent. Table 2, for instance, shows that gains were made in the PIC or school-influenced group of traits, but that no statistically significant gains were made in the HAS or home-influenced group. Contrariwise, in Table 3, the only single trait on which significant gain was made was Happiness, in

³Ibid.

⁴Ibid.

TABLE 3

MEAN, MEAN DIFFERENCE, STANDARD DEVIATION, STANDARD ERROR OF THE MEAN, AND CRITICAL RATIO FOR PRE-TEST AND POST-TEST SCORES ON VARIOUS ADJUSTMENT TRAITS

Traits	Mean		Md	S	Sm	CR
	Post-test	Pre-test				
Truthfulness	7.39	8.77	1.38	6.834	1.376	1.003
Happiness	3.19	4.42	1.23	2.724	.545	2.257
Alienation	15.23	18.27	3.04	12.634	2.526	1.242
Sympathy	6.88	6.07	.81*	5.166	1.033	.784
Purpose	50.08	52.77	2.69	11.108	2.216	1.108
Impulse-judgment	7.50	8.96	1.46	4.576	.915	1.594
Control	15.77	18.11	2.34	9.848	1.970	1.198
Total adjustment	106.65	117.77	11.12	25.282	5.056	2.198

*The pre-test score was lower than the post-test score. Lower score indicates better adjustment.

the home-influenced group. This apparent inconsistency may be explained by the fact that, in the HAS group, the significantly high gain on Happiness was offset by the lack of gain on Alienation and Sympathy.

On the other hand, although the score increases in the PIC group were relatively small, they were nevertheless consistent.

To find out whether deviations were attributable to any one group, median scores were computed for the different age and grade groups. The percentile rank and achievement level for each group were then determined by reference to the profile chart on the first page of the Washburne inventory.⁵ According to Table 4, scores for most of the tested traits were lower on the post-test than they were on the pre-test. This decrease in scores, which indicates an improvement in adjustment, is particularly evident in the fourteen-year-old group. However, lack of improvement is apparent for ninth graders on Sympathy; for tenth graders on Purpose; for eleventh graders on Alienation and Sympathy; for twelfth graders on Alienation, Sympathy, Impulse-judgment, and control; for the fifteen-year-olds on Sympathy; for the sixteen-and-seventeen-year-olds on Alienation, Sympathy, and Control; and for girls of all ages on the Sympathy trait alone.

Although there is a wide range of scores for different age and grade groups on both the pre-test and the post-test, median scores for the entire group have a closer range on the post-test; for instance, Truthfulness medians range from 0 to 16 on the pre-test, but range only from 0 to 8.5 on the post-test. Happiness scores ranged from 1 to 5.5 on the pre-test and from 1 to 4 on the post-test. The range

⁵See Appendix.

TABLE 4

**MEDIAN SCORES ON ADJUSTMENT TRAITS FOR
VARIOUS AGE AND GRADE GROUPS**

Trait	Test	Grade Group				Age Group			All
		9	10	11	12	14	15	16-17	
		Number of Girls in Group							
		10	9	4	3	9	9	8	26
Truthfulness	Pre-	3	16	8	3	0	6	12.5	6
	Post-	1.5	5	7	3	0	3	8.5	4.5
Happiness	Pre-	5.5	1	5	4	3	3	2.5	3
	Post-	4	1	2	1	1	3	1	1
Alienation	Pre-	21	9	9	4	18	18	6.5	13.5
	Post-	14	6	13	20	12	13	10.5	13
Sympathy	Pre-	7.5	5	2.5	0	7	4	1.5	5
	Post-	10	4	6.5	5	7	8	4.5	6
Purpose	Pre-	58.5	44	53.5	44	53	60	45.5	53.5
	Post-	57	51	43.5	43	51	52	42.5	50.5
Impulse-judgment	Pre-	11	7	6	7	11	7	7.5	7.5
	Post-	8	5	3	11	7	5	6.5	6.5
Control	Pre-	20	9	14.5	6	18	26	8.5	16.5
	Post-	15	9	13.5	28	12	20	13.5	14
Total	Pre-	126.5	94	98.5	68	112	124	84	105
	Post-	109.5	81	88.5	111	90	104	96	95.5

in median Purpose scores—44 to 60 on the pre-test and 42.5 to 57 on the post-test—changed little, but the lower scores for this trait are indications of improved adjustment.

In order to show the relative gains made by the different age and grade groups on the pre- and post-tests, median scores of each of the various traits were pictured on the profile chart.⁶ The chart has three classifications, indicating the median scores for junior high, senior high, and college students, in each of the subtests and in the total test. All of the subjects of the present study were classified as high school students. Median scores are graphed on these charts in such a way that deviations to the left of the median indicate good adjustment, and those to the right indicate poor adjustment. To interpret the extent of deviation, see Figure 1 on the following page. In this figure, scores falling from 0 to 2 per cent on the profile chart are designated as maladjusted. The scores in the 3 to 9 per cent column are borderline cases. The highest in the first quartile from 10 to 25 per cent, are designated as low normal. Scores in the second quartile, from 26 to 49 per cent, are considered normal, even though they are below the median. The third quartile, from 51 to 74 per cent, is made up of normal scores above the median. The upper levels are indicated as: the well-adjusted, from 75 to 90 per cent; the superior, from 91 to

⁶See Appendix.

PROFILE CHART

Washburne S-A Inventory

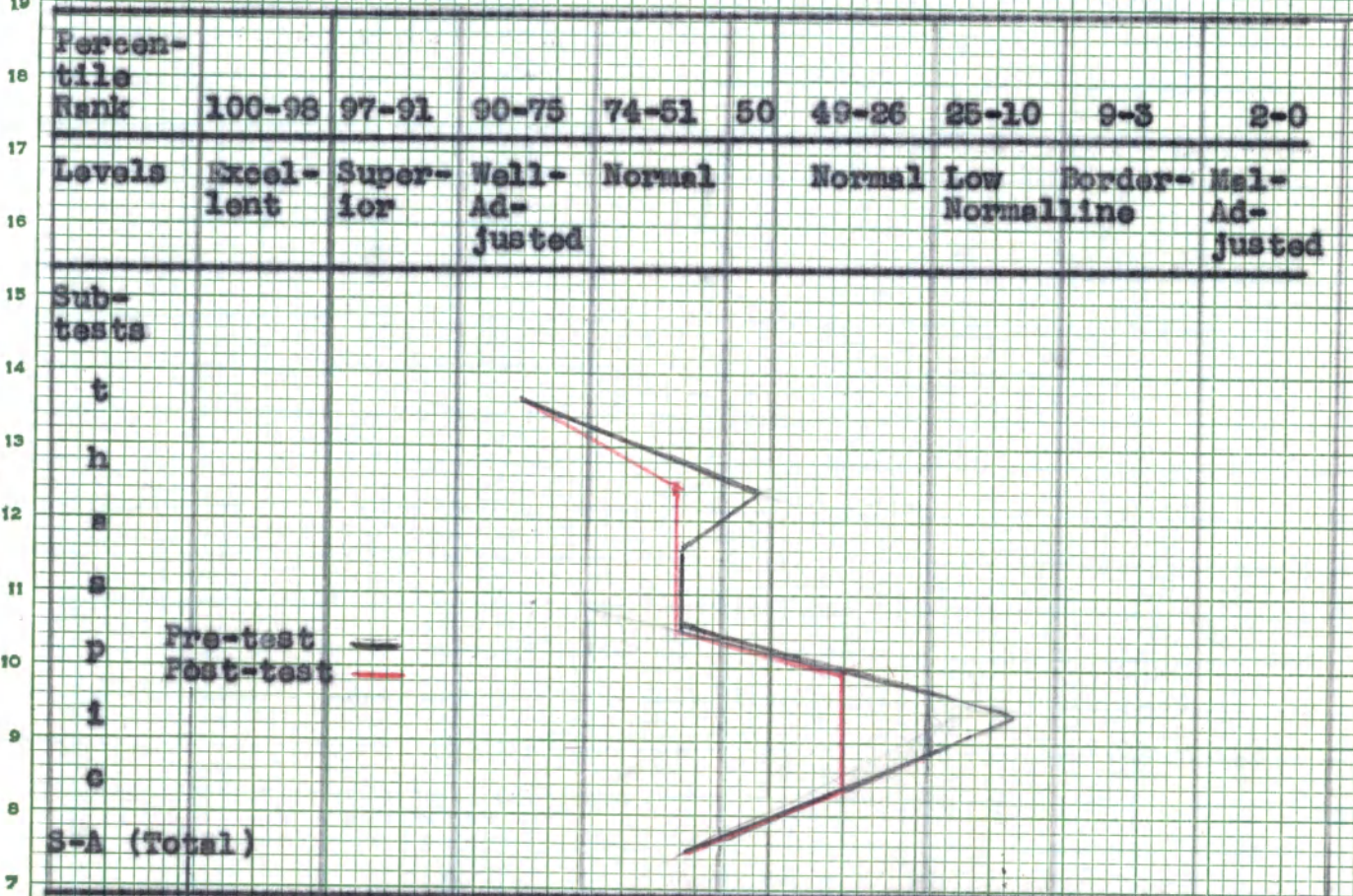


Fig. 1--Gains of all homemaking girls on various adjustment traits.

Explanation:

t = truthfulness
 h = happiness
 s = alienation
 p = sympathy

p = purpose
 i = impulse-judgment
 c = control
 S-A = social adjustment

97 per cent; the excellent, from 98 to 100 per cent. Figure 1 also shows the gains of the homemaking students on various adjustment traits. The black line pictures the adjustment level as shown by median scores on the pre-test; the red line pictures the adjustment level as shown by the median scores on the post-test. Since each sub-test has a different range for its numerical score, the changes are expressed here in the achievement levels of the profile chart. Truthfulness, Happiness, Alienation, and Sympathy scores appear to be normal or above, on the pre-test, whereas Purpose, Impulse-judgment, and Control scores are normal or below. On the post-test, Happiness and Impulse-judgment scores rank in a higher quartile, but total adjustment scores remain at the same level.

In order to illustrate the relative improvement made by any particular group, a profile chart was made to show the gains of fifteen-year-old girls on various adjustment traits. Figure 2 follows the same plan as that used in Figure 1. The median score for Truthfulness remains at the same level on the post-test as on the pre-test. In the home-influenced group of traits, the only change is in Alienation, which moved from normal below the median to the third quartile on the well-adjusted side of the median. No change in achievement level is noted on either Happiness or Sympathy. Particular gains are apparent for Purpose, Impulse-judgment, and Control scores in the school-influenced traits.

PROFILE CHART
Washburne S-A Inventory

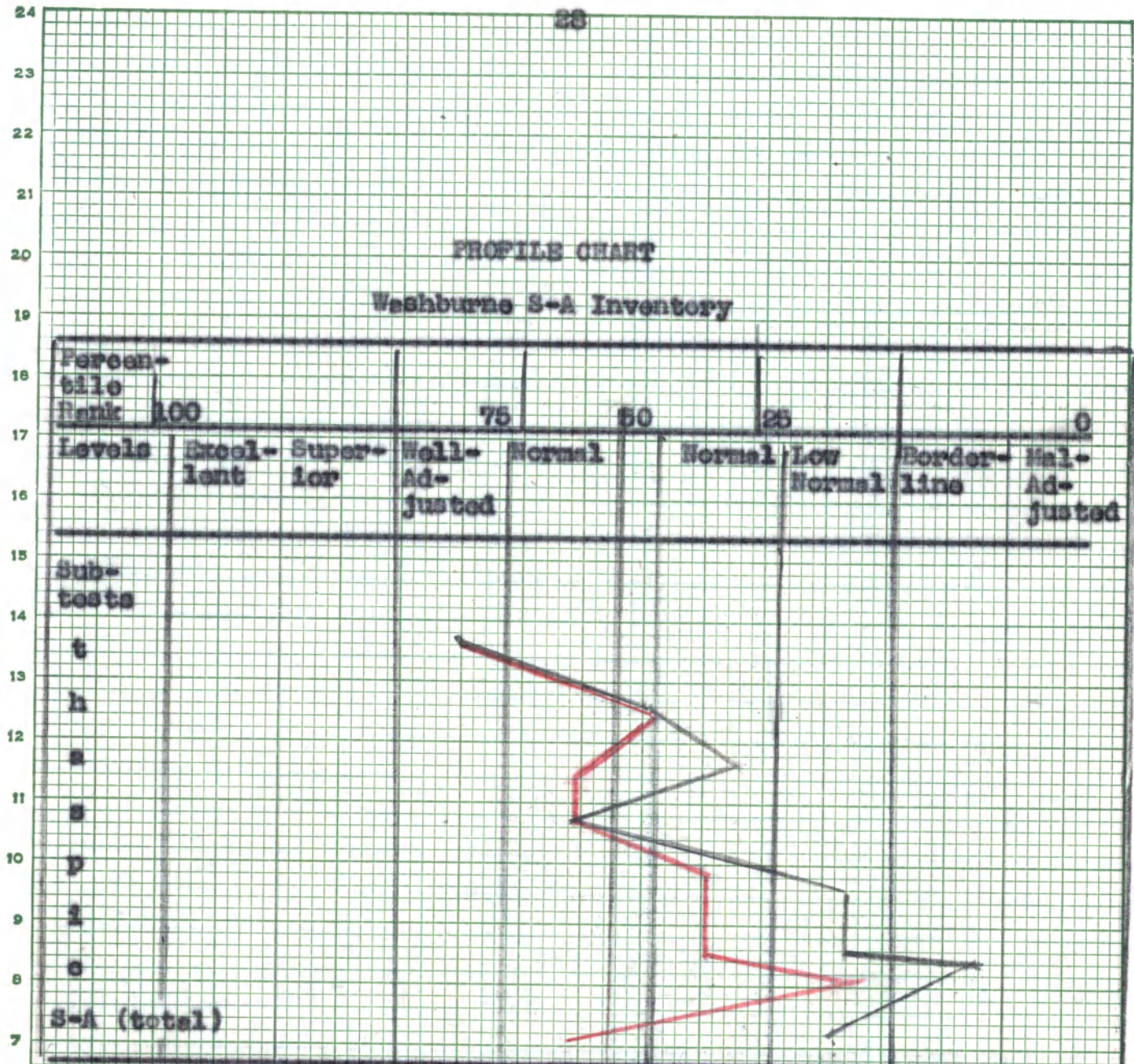


Fig. 2--Gains of 15-year-old girls on various adjustment traits.

Explanation:

- t = truthfulness
- h = happiness
- a = alienation
- s = sympathy
- p = purpose
- i = impulse judgment
- c = control
- S-A = social adjustment

Referring again to Table 4, similar differences are noted in the change of the fourteen-year-old girls. Although this group did not change levels on Truthfulness, Sympathy, and Purpose, they did show marked gains in Happiness, Alienation, Impulse-judgment, and Control scores.

At the end of the year, the scores for sixteen and seventeen-year-old girls ranked in the same high normal level on Happiness, Alienation, and Purpose as they did on the pre-test. Gains are observed in scores on Truthfulness and Impulse-judgment, while losses are evident on Sympathy and Control.

The profile chart for the fifteen-year-old group shown in Figure 2 illustrates the general pattern of significant gains shown by the statistical treatment of scores in Table 2. Gains are apparent in the PIC section which indicate the improved adjustment on all of the school-influenced traits.

Pre- and post-test comparisons of the various adjustment traits for all of the different age groups are shown by the bar graph in Figure 3. The percentiles as well as the achievement levels of the profile chart are given. Scores pictured to the left show the results of the pre-test, and those to the right the results of the post-test. The red bar shows the status of fourteen-year-old girls; the blue bar, fifteen-year-olds; the black bar, sixteen- and seventeen-year-olds; and the green bar, the entire group. The median scores for the group,

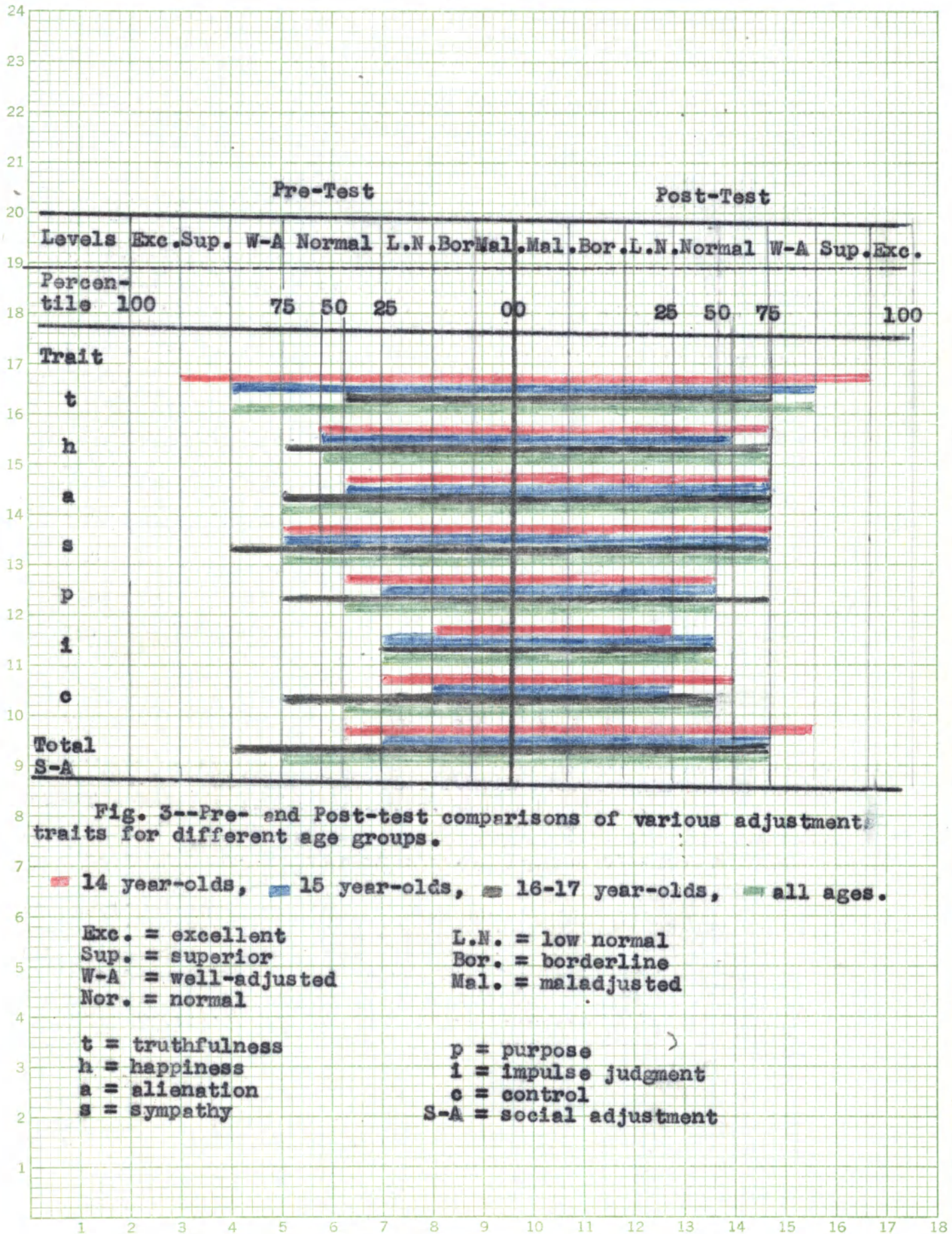


Fig. 3--Pre- and Post-test comparisons of various adjustment traits for different age groups.

14 year-olds, 15 year-olds, 16-17 year-olds, all ages.

Exc. = excellent
 Sup. = superior
 W-A = well-adjusted
 Nor. = normal

L.N. = low normal
 Bor. = borderline
 Mal. = maladjusted

t = truthfulness
 h = happiness
 a = alienation
 s = sympathy

p = purpose
 i = impulse judgment
 c = control
 S-A = social adjustment

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including all ages, are shown by a bar through the achievement level at which the score falls. For instance, the Truthfulness score for fifteen-year-old girls was 6 on the pre-test and 3 on the post-test. Since the Washburne profile chart counts Truthfulness scores of from 1 to 6 as well-adjusted, both the pre-test and the post-test Truthfulness scores of the fifteen-year-old girls are charted into the well-adjusted level. Accordingly, there might be some change in the median score for a group during the year, but no change would show in the achievement level as recorded on the graph.

There are certain marked tendencies in the general picture shown by the bar graph. In the home-influenced traits, the fourteen-year-olds improved on Happiness scores and both younger groups have much better scores on Alienation. The oldest group failed to improve on any of the home-influenced traits and lost rank on Sympathy. A study of scores on the school-influenced section of the test shows an increase on the Purpose scores of the fifteen-year-old group, improvement of Impulse-judgment scores by girls of all ages, improved Control scores by the two younger groups, but loss in rank by the oldest. Totals of the median scores reflect an improved status of the fourteen- and fifteen-year-old groups. Although sixteen- and seventeen-year-olds improved eight points, and the girls of all ages gained 10.5 points in total scores during the year, there was no change in rank on the profile chart.

In order to compare the improvement made by the four classes on the various traits, median pre- and post-test scores were charted on a spot graph. Figure 4 shows a comparison of pre- and post-test achievement levels of different grades on various adjustment traits. The red dots are scores of ninth-grade girls placed on the achievement level at which they fall according to the profile chart. Other grades and the color dots representing each score are: blue for the tenth grade, black for the eleventh grade, and green for the twelfth grade. Pre-test scores fall to the left of the heavy line, and post-test scores are on the right-hand side. The percentiles and achievement levels of the profile chart are again used to show the status of the score of each girl on each sub-test and on total social adjustment.

Figure 4 shows more concentration of home-influenced trait scores on the well-adjusted side of the median for the post-test than for the pre-test. All of the groups, except the tenth grade, show improvement on Happiness, the ninth and tenth grades improved on Alienation, and only the tenth grade improved on Sympathy. Each of the other grades has a less desirable median Sympathy score on the post-test than on the pre-test.

Changes in the school-influenced traits are also shown on the spot graph. The only group showing improvement on Purpose scores is the eleventh grade. The tenth grade has a notable loss on this trait

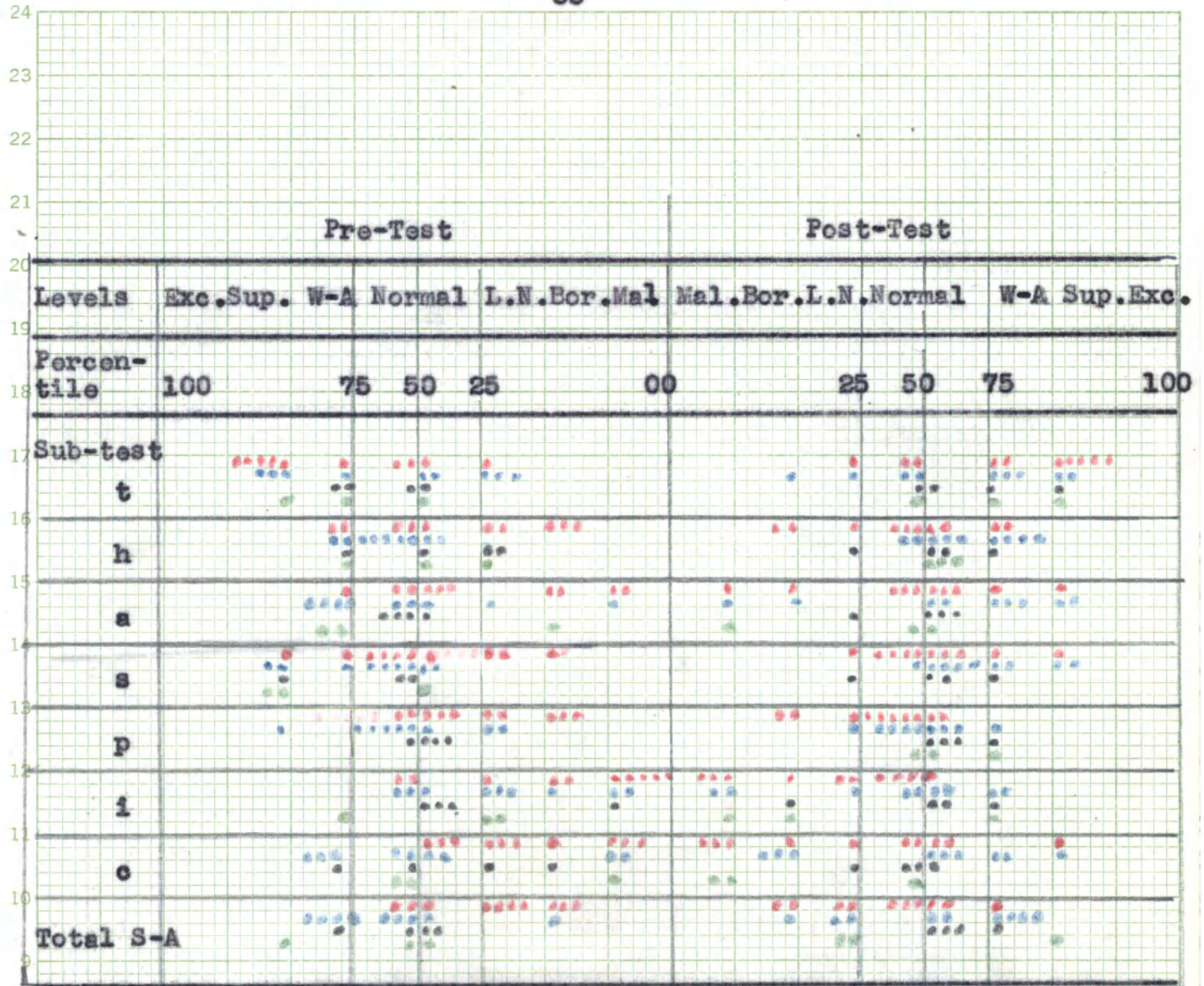


Fig. 4--Comparison of pre- and post-test achievement levels of different grades in various adjustment traits.

Ninth Grade Girl
Eleventh Grade Girl

Tenth Grade Girl
Twelfth Grade Girl

Exc. = excellent
Sup. = superior
W-A = well-adjusted
Nor. = normal

L. N. = low normal
Bor. = borderline
Mal. = mal-adjusted

t = truthfulness
h = happiness
a = alienation
s = sympathy

p = purpose
i = impulse judgment
c = control
S-A = social adjustment

MADE IN U.S.A. NO. 5789

from above to below the median. Gains are noted in the median scores for grades nine, ten, and eleven on the Impulse-judgment trait. Scores for the twelfth grade are less satisfactory on this trait on the post-test than on the pre-test. Improved Control trait scores are shown by the ninth grade; the tenth and eleventh grades show no change, while the median twelfth-grade score is normal on the pre-test but maladjusted on the post-test.

Supplementing the statistical study, a plan was devised for observing and recording the social behavior of the students. Table 5 presents a journalistic table of anecdotal records showing evidence of change traceable to teacher-pupil relationships. The record, the trait illustrated, the strategy used in teacher-pupil relationships, and the evidence of change are included in this table. In the home-influenced HAS group, Alienation is the trait on which no statistically significant gains were made. The anecdotal records relate one evidence of improvement on this trait and two of failure to improve. In one instance a ninth-grade girl who had no friends at school became one of the best-loved girls in her class; on the contrary, two senior girls who were handicapped because of personal appearance and unsatisfactory home relationships made no improvement. This failure of girls to make consistent gains supports the statistical findings on this trait.

TABLE 5

**ANECDOTAL RECORDS SHOWING EVIDENCE OF CHANGE
TRACEABLE TO TEACHER-PUPIL RELATIONSHIPS**

Anecdotal Record	Strategy	Evidence of Change
Trait: Alienation		
<p>AG is a transfer pupil, coming from a community whose high school pupils go to another school. She is shy, and has not become one of a clique. As the only girl, she is teased a great deal by her brothers, especially about her boy friend, who urges her to quit school and marry him.</p>	<p>AG was encouraged to come to conference often, and was offered a ride when the teacher visited in her community. Her maturity was recognized, and they discussed common problems. Her place in small groups was established by recognition of her plans to marry after graduation. The efforts to interpret her place in the group were intended to develop a feeling of belonging.</p>	<p>During the year, AG gave indication of being more happy in the school situation. She said, "I used to feel strange in this school, but I like it now. The kids are swell. My boy friend wants me to quit now and marry, but I need this year of homemaking, and I've always wanted to graduate." Though her happiness score improved, the alienation score on the post-test was even less satisfactory than on the pre-test. This drop was evident in each senior.</p>
Trait: Truthfulness		
<p>BJ makes big plans for trips and new clothes. She tells of boy friends that her</p>	<p>Friendly relationships which encouraged confidence were established by frequent visits to</p>	<p>BJ fell into a new relationship with the teacher, in which she made no attempt to represent</p>

TABLE 5—Continued

Anecdotal Record	Strategy	Evidence of Change
classmates think are fictitious.	her home and many conferences.	herself or her family as other than they are. Her truthfulness score improved from barely above the discard level to normal. This sent her social adjustment score down to a level which coincides more accurately with the real situation than her first score.

Trait: Alienation

JH appears lost since her transfer to this new school. She associates only with girls from her own community, who will be out of school before she is.	JH was invited to spend as much time in the homemaking rooms as possible during conference periods. In so doing, she was able to visit with all the girls in her class.	In somewhat less time than a newcomer is usually accepted, JH became one of the most loved girls in her class. Her rank on alienation changed from low normal to well-adjusted during the year.
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Traits: Alienation and Control

Love of clothes and sports do not inspire JH to give up her desserts and snacks. She is forty-five	Conferences to plan clothes with a slim line had no results because the mother could only make gathered skirts.	No results were visible during the year, and both alienation and control were less satisfactory on the post-test.
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TABLE 5—Continued

Anecdotal Record	Strategy	Evidence of Change
pounds overweight, loud, and "hit or miss" in school work.	Home visits were avoided by the girl, so trips were the only other close contact.	However, the girl returned, after graduation, for homemaking.
Trait: Happiness		
EG is smiling and friendly, interested in boys, who are attracted by her blond good looks. She lives too far away to attend evening activities.	Many conferences were arranged to make posters or to tend to some of the business of the junior class. An invitation to the home came early in the year. The teacher praised the good judgment of the girl to the mother. Conferences often dealt with dating and its problems. The teacher arranged for the girl to attend special school events at night.	A low happiness score on the pre-test was surprising. Dating increased during the year. EG said, "At the small school I attended, I never had anything like our little talks together on personal relations. Since I have learned to talk over girls' problems and know how to say what I mean, Mother and I are so much closer. I go in after each date and tell her all about it. It seems she trusts me more. If I hadn't shown that I understand what the problems of dating are and know how to behave myself, I don't think I could have gone so many places." Her happiness score improved from low normal to normal above the median.

TABLE 5—Continued

Anecdotal Record	Strategy	Evidence of Change
Trait: Purpose		
<p>MM started going with boys early and goes steady with a boy who has dropped out of school. In her junior year, she lacks motivation to school attendance. She works hard at home, because her mother is not well.</p>	<p>During the home visit, which was made at MM's invitation, the teacher showed interest in the new furnishings and praised the girl for her skill in homemaking. The need for additional homemaking skills was emphasized. Once, when the girl broke a rule on a bus trip, a conference with the girl was substituted for shaming punishment.</p>	<p>MM showed eagerness for participation in all homemaking activities at school. When family relations class made up problems and their solutions, she told about a very young couple who wanted to marry, but the girl was not out of school. Her advice to the couple was to delay marriage until the girl graduated, giving sound reasons. Her purpose score moved from below to above the median during the year.</p>
Trait: Purpose		
<p>HG is very disturbed when class affairs do not go to suit her, yet she makes no effort to work things out with other members through logic or good planning. She simply gets mad and blames someone for the trouble. Two</p>	<p>Whenever the opportunity presented itself, HG was given a responsibility which she could discharge better than anyone else. For instance, she led her group in dressing turkeys for a dinner. She enjoyed extra craft work during the</p>	<p>HG began to give her ideas and plans before the class. The family asked her to make many of the Christmas gifts, because her metal work was so pretty. Her purpose score moved from below to above the median during the year.</p>

TABLE 5--Continued

Anecdotal Record	Strategy	Evidence of Change
capable women in her home make her responsible for minor chores.	conference period. There was no intimation of a desire that the teacher should visit the home.	
Trait: Control		
JY cried when the class did not choose her as candidate for Halloween queen. She is very intelligent, and not bad looking, but has poor complexion and posture. Her clothes are better than those of many classmates, but fail to do anything for her.	Many visits were made to the home to bring JY's health problems to the attention of the mother. Special mention was made of good choice in clothes or hair style. She had a leading role in the junior class play.	The girl showed better knowledge of herself, and made some effort to yield to the interests of others. Her control score improved.
Trait: Sympathy		
SF asked the teacher, "Does that red coat go with that green dress?" and, "Why don't you make your child behave?" She was equally critical of her classmates. A clique revolved about her.	The teacher sat with SF on bus trips, discussed clothes and personal problems. They shared enthusiasm for football. The teacher asked for help and advice of the girl on the football banquet. Recognition was given for work and loyalty.	A close relationship existed between teacher and pupil. The teacher could depend on SF when others deserted a job, such as decorating tables for a banquet. The girl became more considerate and modified her negative

TABLE 5---Continued

Anecdotal Record	Strategy	Evidence of Change
		<p>responsiveness to people somewhat. Her sympathy score came up from low normal to normal.</p>
<p>Trait: Control</p>		
<p>VP is well known in the school for her tantrums, pranks, and ability to do excellent work if she wants to do it. Her guardians are very old and are good to her and hard on her by turns. She came in during conference period when other pupils were busy and happy. She began to tease one girl to go outside with her. She became stormy when the teacher asked her to end the teasing.</p>	<p>A consistent effort was made to learn more about the early life and home life of VP. She was made to feel welcome in the home-making rooms as long as she practiced desirable behavior. The teacher tried not to treat her as a problem, but as a responsible pupil.</p>	<p>The girl realized that an effort was being made to understand her. She said, "No one can understand me." Her outbursts were less evident in the homemaking department than elsewhere. Her control score moved up from mal-adjusted to borderline during the year.</p>
<p>Trait: Purpose</p>		
<p>MLN has an attitude of co-operation, but when asked to be a</p>	<p>Responsibility for small things was given first, and recognition given</p>	<p>MLN became less self-conscious, made more decisions for herself.</p>

TABLE 5—Continued

Anecdotal Record	Strategy	Evidence of Change
<p>group leader, she said, "Let someone else do that. They might not like for me to do it." Surrounded by adults, she had little opportunity for responsibility at home.</p>	<p>for results. The visits to the home let the mother know about progress in leadership. Interest in Future Homemakers of America led to attendance of the state meeting.</p>	<p>She kept up with her own money at state meeting. She seemed to enjoy the independence of the trip. On the post-test, MLN had a score at normal level, compared to the low normal she scored on the pre-test.</p>
<p>Trait: Purpose</p>		
<p>MG has the best social adjustment of the group tested. She wants to go to college, but was discouraged when the college told her that to study only designing would make it hard for them to place her on graduation.</p>	<p>Because of the interest of MG in sewing, many informal conferences were held. When the girl returned from her talk at the college, she told the teacher of her findings. As she talked with the teacher, she realized the good sense of the adviser, and further counseling by the teacher was unnecessary.</p>	<p>Though MG still was ambitious in designing, she planned to train in the broader field of home economics education. Her sense of purpose, which was normal on the pre-test, jumped to the excellent level on the post-test.</p>
<p>Trait: Control</p>		
<p>JJ, who played spectacular basketball, would some-</p>	<p>Through informal conferences, the teacher learned of the problems</p>	<p>There was less tension between the girl and her mother over ball</p>

TABLE 5—Continued

Anecdotal Record	Strategy	Evidence of Change
times be "off" her game, to the dismay of her coach and team-mates.	of the girl in her home relationships and of some of her habits. The irregular hours of eating and sleeping of the family were partly responsible for the inconsistent playing of the girl. Conferences with the girl and her coach were arranged, that they might realize the connection with the home life and the game. A closer relationship of the mother with the school was encouraged.	games. Better health habits were practiced. JJ's control score improved from below to above the median level.

Evidence of change is noted in the PIC or school-influenced traits. According to Figure 4, four girls improved in Purpose. The anecdotal records show that three of these, who were dominated by adults at home and who had made very low scores on the pre-test, showed a distinct improvement in purposiveness and made score gains on the final test. The fourth, whose score was high on the pre-test, had an excellent score on the post-test. There is no record of change in behavior on Impulse-judgment. Furthermore, two girls showed

growth in Control, while one senior girl showed no evidence of gain during the school year. These gains in the PIC traits strengthen the statistical findings of significant improvement on this group of traits.

SUMMARY AND CONCLUSIONS

The findings of this study are based on the results of the analysis of test scores and on the observed results of the strategies employed in guiding girls to better adjustment during conference periods and during out-of-class activities. Adjustment traits which were being studied were: an increased willingness to respond; a growing feeling of contentment, of well-being, of sympathy, of belonging, and of ease in social situations; increased self-direction, self-organization, and self-control; and increased ability to judge between conflicting impulses.

At the beginning of the testing period, younger students were more willing to answer according to reality than were older groups. This circumstance is explained by the apparent tendency of the older girls to answer the questions as they think they should rather than according to reality. At the close of the year, after teacher-pupil confidence had been established, the older girls were inclined to be more frank.

The greatest change in the home-influenced factors is seen in the feeling of contentment and of well-being. Ninth- and tenth-grade girls as well as juniors and seniors showed significant improvement on the Happiness trait. There was evidence that a good teacher-pupil

relationship can develop a desirable mother-daughter relationship which influences the girl's Happiness score. Age seemed to be a factor in bringing about improvement in the feeling of belonging and ease in social situations. When a girl entered the school in the later years of high school, this feeling showed little improvement. The younger girls, however, developed an increased feeling of belonging and poise, even when they had changed schools. Evidence of improvement in sympathy or responsiveness to others was negligible.

Ninth-, tenth-, and eleventh-grade girls were responsible for the significant improvement which was made in the school-influenced traits, Purpose, Impulse-judgment, and Control. The seniors not only failed to improve on this group of traits, but made lower scores on the final test than on the first. Since the post-test was given near graduation time, indefinite purpose and plans were reflected in test scores.

The results of the study warrant the conclusion that teacher-pupil relationship is an important factor in bringing about a change in the social adjustment of students. Its greatest influence is effected in the development of a feeling of well-being and contentment, especially among the younger girls. A lesser change which it promotes is the feeling of belonging, a home-influenced characteristic, to which the school, too, can contribute. Apparently, it is possible for the

teacher to help the younger girl to establish a place in the group, but very difficult to help the older girl. The impact of more varied experiences and larger groups may create feelings of insecurity and result in further alienation for her. Other adjustment traits which teacher-pupil relationships influence are of the school-influenced group, including Purpose, Impulse-judgment, and Control. There is insufficient evidence to show the extent to which teacher-pupil relationship alone can influence adjustment. The changes may have been brought about largely by the use of the goal-seeking method of teaching which was used consistently during the school year.

The use of the standardized test to indicate areas of maladjustment to the new teacher is effective in interpreting the behavior of high school girls, both at the beginning and at the end of the testing period. In order to provide conclusive results, careful attention should be given to timing and testing conditions.

The improvement of social adjustment of the high school girls is dependent on too many factors for any one teacher or any designated class activities to be responsible for the change. Sports, trips, community activities, Future Homemakers of America, and the association with other adults all contribute to social adjustment. When the homemaking teacher becomes well acquainted with her pupils and shares their experiences, she establishes a relationship with them which promotes the social development of the individual.

APPENDIX

WASHBURNE S-A INVENTORY

(Thaspic Edition)

By JOHN N. WASHBURNE, Ph.D., Syracuse University, Syracuse, New York

STUDENT'S RECORD

DIRECTIONS. Fill in the following blanks and answer the questions fully and frankly. Leave no blank spaces. answers to this Inventory will be kept strictly confidential, to be used only by your advisers for your benefit.

Your name Boy or girl Present date

City Name of your school Grade you are in

Place of birth Date of birth Age last birthday ye

- (a) When you are not away at school, do you live at home with both your parents?
- (b) If not, with whom do you live? (Father, mother, aunt, uncle, guardian, etc.)
- (c) What is your father's occupation when employed? Explain fully
- (d) Is your father employed now? If not, how long has he been unemployed?
- (e) Does your mother seek or have wage-earning work? If so, what?
- (f) Is your mother employed now? If not, how long has she been unemployed?
- (g) How many brothers and sisters do you have? How many of them live at home?
- (h) How many brothers and sisters living in your home help support themselves by their earnings?
- (i) What grade in school did your father finish? your mother?
- (j) How many rooms has your home, not counting closets and bathrooms?
- (k) Do your parents take in roomers? If so, how many?
- (l) Do your folks have a telephone? a passenger automobile (not a truck)?
- (m) Have you decided what occupation you would like to follow when through school?

(n) If so, what?

Are you studying for this work?

(o) Are you practicing for this work now? If so, about how many hours a week?

(p) Do you do steady work for pay? If so, what?

For whom?

Now turn this page and look at page 1 of the Question Booklet. Read the Explanation and Directions on that page very carefully. Be sure that you understand them before you try to answer the questions.

Do not write in this boxed-off space.

PROFILE CHART

Percentile Rank	100-98	97-91	90-75	74-51	50	49-26	25-10	9-3	2-0	Retest
Levels	Exc.	Sup.	W-A	NORM.			L.N.	Bor.	Mal.	
IQ	J.H. 160-135 H.S. 160-140 Col. 160-145	134-125 133-130 144-135	124-115 133-130 134-125	114-106 119-111 124-116	105 110 115	104-106 109-101 114-106	99-86 100-91 105-100	85-76 90-81 95-85	75-56 80-60 84-50	
Soc.-Ec. Status										
Sch. Standing										
t	Score	J.H. H.S. Col.	0 1-6 1-8	7-11 7-10 7-9	12 11 10	13-23 12-13 11-15	24-30 20-27 16-20	Discard 27-30 21-30	Discard 30-30 25-30	
h		J.H. H.S. Col.	0	1-2	3	4-5	6-11	12-19	20-30	
a		J.H. H.S. Col.	0-2 3-7 0-2	3-7 3-6 3-5	8-17 7-13 6-9	18-29 14-18 10-15	30-34 23-27 16-23	35-37 28-35 24-33	38-100 35-100 34-100	
s		J.H. H.S. Col.	Girls 0-3	♂ 1-8 4-8	4-8 4-8 9-12	9-10 10-13 13-14	14-18 18-19 9-30	19-26 20-27 31-37	27-70 27-70 38-70	
p		J.H. H.S. Col.	26-31 30-27 20-23	32-38 28-32 24-26	39-42 33-39 27-33	43-37 40-48 34-39	58-69 60-69 41-49	69-69 70-79 50-55	79-93 88-81 56-69	94-116 82-116 70-116
i		J.H. H.S. Col.		0-1	2-3	4	5-6	7-9	10-12	13-30
c		J.H. H.S. Col.	0 1-5 0	3-5 1-5 0	6-13 6-11 6-9	14-19 12-17 9-13	20-24 18-22 15-20	25-29 22-27 21-25	30-50 28-50 25-50	
SUBTOTAL		J.H. H.S. Col.	20-45 30-43 20-43	50-60 47-60 44-57	64-76 61-81 58-80	97-111 92-106 87-101	112-123 108-115 103-114	125-167 120-149 115-141	158-207 150-199 142-191	208-468 200-466 192-456
w (Subtract)		J.H. H.S. Col.	50-30 50-30 50-30	29-14 29-16 29-18	13-9 15-11 17-13	8-5 8-7 12-11	3-1 6-3 9-5	0 2-0 2-2	1-0	
TOTAL		J.H. H.S. Col.	0-50 0-40 0-30	51-70 41-60 31-50	71-80 61-80 51-70	91-109 81-99 71-89	116-129 101-119 90-109	130-154 120-149 110-144	155-204 150-199 145-194	205-466 200-466 195-466

WASHBURNE S-A INVENTORY

QUESTION BOOKLET

Place this page number beside the "Page 1" on your Answer Sheet. Page 1

Before answering any questions read carefully all the following EXPLANATION and DIRECTIONS.

EXPLANATION. In order that your advisers may help you in the best possible way, it is necessary for them to know something of your likes and dislikes, personality and habits. It has been found that some of the brightest persons have social and personality difficulties which can often be overcome if the difficulties are known to those who can offer suitable counsel and opportunities. It will therefore be to your own advantage to answer the questions as truthfully as possible.

This is not an examination. It is not a test in any sense, because there are no right and wrong answers. Some of the questions may seem trivial or childish, but answer them as best you can anyway, because it is necessary to have the same interpretation scheme for persons of all ages.

DIRECTIONS. To answer the questions in the Questionnaire beginning below, tear off very carefully the Answer Sheet (the page just before this one) and place it under this booklet so that the column marked 1 projects at the right. The large figure 1 at the top of the Answer Sheet should be near the large figure 1 in the corner of this page. Then answer the questions as shown in the samples. If you are given a separate Answer Sheet, use that in the same way.

Look at the sample question: "Do you enjoy eating?" Assuming your answer is Yes, you would make a heavy mark under "Yes" on the Answer Sheet, as shown.

If your answer were No, you would put a heavy mark in the space under "No" on the Answer Sheet. That is the way you are to answer the questions. It is not necessary to write anything. Just make a *heavy* and *solid* mark in the space under "Yes" or "No."

CAUTION! Answer ALL the questions carefully. If a question should read: "Did you ever smoke?" the answer No would mean "No, never." If you had smoked even once it would be necessary to make a mark under "Yes." There is no way to answer such a question by indicating "seldom" or "only once." You may find it difficult to follow this rule, but it is important to do so. When a question says "never" or "ever," it means exactly that.

When such words as "often" and "sometimes" are used in a question, without further explanation, make as sensible a guess as you can as to what they mean.

It should not take more than thirty or forty minutes to answer all the questions. **BE SURE THAT YOU DON'T SKIP ANY.** All the questions must be answered exactly as directed so that this paper may be scored and classified by machinery. Although some of the questions are more suitable for adults and some are more suitable for young children, they must *all* be answered carefully by *everyone*. Mark your answer *strongly*.

QUESTIONNAIRE

- Sample.** Do you enjoy eating?
1. Do you like dogs?
 2. Do you like horses?
 3. Do you like babies?
 4. Did you ever cry because someone hurt you?
 5. Did you ever cry because you saw someone else hurt?
 6. Do you always report other people whom you see cheating?
 7. Did you ever tell a lie?
 8. Do you always report the number of a car you see speeding?
 9. Do you like to hunt or kill animals for sport?
 10. Did you ever act greedily by taking more than your share of anything?
 11. Do you always smile when things go wrong?
 12. Did you ever cry at a movie?

13. Did you ever pretend that you did not hear when someone called you?.....
14. Did you ever cry over a book or a story?.....
15. If you had no other choice, would you rather (1) marry a rich person whom you didn't love, or (2) marry a poor person whom you loved very much? [Mark your Answer Sheet under 1 (rich)' or 2 (poor).].....
16. Did you ever break or lose anything which belonged to someone else?.....
17. Did you ever feel that you would like to get even with somebody for something he had done?.....
18. Did you ever pretend to understand something when you did not understand it?.....
19. Do you like to tease or make fun of people until they cry?.....
20. Did you ever take anything, even a pin or a button, that belonged to someone else?.....
21. Do you make friends easily?.....
22. Are you always on time for school and for all other appointments?.....
23. Which would you rather have, (1) a real good friend or (2) \$50? [Mark under 1 or 2 on the Answer Sheet to show which you would rather have.].....
24. Do you always finish your work before you play?.....
25. When you were in elementary school, did you always try to make the other children keep quiet when the teacher was out of the room?.....
26. Did you ever say anything about your teacher behind her back that you would not say to her face?.....
27. Did you ever hurt an animal for fun?.....
28. Were you ever rude or saucy to anyone?.....
29. Do your friends call you a tease?.....
30. When you see others of about your own age fighting, do you always stop them?.....
31. If you had a free ticket to go to see a murderer hung, would you go?.....
32. Have you always obeyed promptly and cheerfully the people you were supposed to obey?.....
33. Did you ever get a pleasant feeling from seeing anyone happy?.....
34. Did you ever tell on another child for something wrong he had done?.....
35. When you see other people sad, does it usually make you sad?.....
36. If there is no one around to see you, do you always pick up the paper and trash that others have thrown on the floor?.....
37. Do you ever like to see other people in trouble because it makes you feel good to see how much better off you are?.....
38. Do you always pick up broken glass when you see it in the street, so that people won't puncture their tires?.....
39. Do you sometimes enjoy the sight of an animal or a person being hurt?.....
40. Do you sometimes get so angry that you hardly know what you are doing?.....

- 42. Do you like to fight? (Not just a play fight, but a real fight with fists or words.).....
- 43. Are you happy most of the time?.....
- 44. Do you feel that nobody loves you?.....
- 45. Do you feel that nobody quite understands you?.....
- 46. Do your feelings keep changing from sad to happy and from happy to sad without your knowing why?.....
- 47. Do you feel unhappy most of the time?.....
- 48. Do people hurt your feelings very often — that is, almost every day?.....
- 49. Do you almost always feel painfully self-conscious when you are among people you don't know very well?.....
- 50. About how many teachers have you disliked (or hated) very much? [Answer by marking under *a, b, c, d,* or *e* on the Answer Sheet. (*a*) none, (*b*) 1 to 3, (*c*) 4 to 6, (*d*) 7 to 10, (*e*) over 10.].....
- 51. About how many other people have you disliked (or hated) very much? [Show your answer as follows: (*a*) none, (*b*) 1 to 3, (*c*) 4 to 10, (*d*) 11 to 50, (*e*) over 50.].....
- 52. Which one of the following statements is true of you: (1) On an average, I am very happy. (2) On an average, I am fairly happy. (3) On an average, I am neither happy nor unhappy. (4) On an average, I am somewhat unhappy. (5) On an average, I am very unhappy. [Mark under either 1, 2, 3, 4, or 5.].....
- 53. How many times in the last year have you wanted to run away from home or from your present circumstances? [Show your answer as follows: (*a*) none; (*b*) 1 to 5, (*c*) 6 to 15, (*d*) 16 to 100, (*e*) over 100.].....
- 54. Has your family almost always treated you right?.....
- 55. About how many good friends have you now whom you can really trust? [Show your answer as follows: (*a*) none, (*b*) 1 or 2, (*c*) over 2.].....
- 56. About how many good friends have you ever had whom you could really trust? [Show your answer as follows: (*a*) none, (*b*) one, (*c*) 2 to 5, (*d*) over 5.].....
- 57. Do you usually let yourself go when angry?.....
- 58. Are you often (several times a week) late for work, school, or meals?.....
- 59. Do you often become interested in the people you meet?.....
- 60. Do you often feel self-conscious because of your personal appearance?.....
- 61. Do you think most people regard you as queer?.....
- 62. Would you like to see the people who have been extremely mean to you lose an arm or a leg?.....
- 63. Do you like to see dogfights?.....
- 64. Which would you prefer, (1) to be very popular but not to have any very close friends, or (2) to have only a few close friends? [Mark under 1 or 2 on the Answer Sheet.].....
- 65. Do you often feel almost as bad about other people's troubles as about your own?.....
- 66. Do you often (almost every day) put off doing things that you should do, and then afterward feel sorry that you did put them off?.....
- 67. When you get some money, what do you usually do, (1) spend it all at once, or (2) make it last a long time?.....
- 68. About how many times a year do you make resolutions? [Answer by marking under *a* or *b* as follows: (*a*) less than 10 times, (*b*) 10 or more times.].....
- 69. Do you keep most of your resolutions?

70. Which would you prefer, (1) a good automobile (and its upkeep) right now, or (2) \$20,000 ten years from now? [Mark under 1 or 2 on the Answer Sheet.]..... 70
71. Which would you prefer, (1) a job with fairly good wages (enough for a family to live on) and very little work, but practically no chance for advancement, or (2) a job with less pay, harder work, and longer hours, but very good chances for advancement after the second or the third year?..... 71
72. If for running the same errands you were offered these two choices (by someone you trusted), which would you take, (1) \$0¢ a week for ten weeks, or (2) \$10 at the end of ten weeks?..... 72
73. If there were no rules against copying other people's work even in examinations, and it was considered a proper thing to do, would you prefer going through school by that means instead of doing the work yourself?..... 73
74. If the salary, security, and advancement were the same, which would you prefer, (1) an easy job that was not very interesting, or (2) a hard job that was very interesting?..... 74
75. Do you often plan what you will do five or ten years from now?..... 75
76. Do you usually feel friendly toward most people?..... 76
77. Does it usually take some time before you can grow to like people?..... 77
78. Do you very often feel sorry for people who suffer punishment even if you know they have done wrong?..... 78
79. Do you usually feel sorry for anybody who is getting the worst of a struggle?..... 79
80. Do you feel healthy and well most of the time?..... 80
81. Do you have enough excitement?..... 81
82. Do you feel restless and discontented most of the time?..... 82
- 4** →
83. Does your mind often (nearly every day) wander so badly that you lose track of what you are doing?..... 83
84. Do you often (almost every day) eat, drink, or smoke too much?..... 84
85. Do you sometimes feel that some mysterious force compels you to do something against your will?..... 85
86. How many habits have you that you wish you could break? [Mark under *a* or *b* as follows: (*a*) less than 10, (*b*) 10 or more.]..... 86
87. Do you usually find it hard to concentrate on what you are doing, even for half an hour?..... 87
88. Are you aware of any main purpose in your life?..... 88
89. What are your three chief wishes? In other words, if you could have any three wishes, but only three, come true, what would they be? The only thing you cannot wish for is more wishes. [Write your answers in the space after 89 on the Answer Sheet. See the column at the right side of the page.]
90. What other things would you wish for, if you were told (and believed) that you would be granted everything that you could write down clearly in three minutes? You are also told (and believe) that after the three minutes are up you cannot change your mind, but must accept whatever you have wished for. When you have finished reading these directions start timing yourself immediately, without thinking about the wishes first. If you have no watch or clock, guess the time as nearly as you can. [Write your other wishes after 90 in the right-hand column of the Answer Sheet.]
91. Many persons have some SUPPRESSED DESIRES — things they would like to see come true, but which they do not let themselves wish for or try to make happen, because of their own conscience or because of what other people might think. About how many such suppressed desires do you recognize in yourself? [Write the number after 91 on the Answer Sheet.]
92. Write down as many of these suppressed desires as you are willing to make known to your advisers. (It may help them very much in understanding your needs.) [Write after 92 on the Answer Sheet.]

- 93. Do you think many people make quite a lot of fun of you?
- 94. Do people find fault with you more than you deserve?
- 95. Do you feel lonely most of the time even when you are with people?
- 96. Do you often (several times a year) suddenly dislike something you have liked very much?
- 97. Do you feel suspicious of most of the people you know?
- 98. Do you often feel that most of the people you know are against you?
- 99. Do you tire quickly of a good many of your friends?
- 100. Do you feel that you are very different from other people?
- 101. Do you feel that most of the people whom you know fairly well like to have you near them?
- 102. When you meet people for the first time, do you usually feel that they will not like you?
- 103. Do you feel that your parents or guardians expect too much of you?
- 104. Do you often (at least nine or ten times a year) feel that life is not worth living?
- 105. On the whole, do you think you are treated right?
- 106. Do you usually feel that you don't "belong" anywhere?
- 107. When you have work to do, do you usually let it go as long as you can, and then work with all your might?
- 108. After you have decided to do something, do you often (nearly one fourth of the time) change your mind?
- 109. After you have decided to do something, do you often (nearly one fourth of the time) find that you cannot make yourself do it?
- 110. If you could have your choice between these two gifts, which would you take, (1) a very fine automobile (with expenses paid, a driver's license, and knowledge of how to drive) right now, or (2) a million dollars next year? [Mark under 1 or 2 on the Answer Sheet.]
- 111. Suppose you had to go to prison, and the judge said to you, "If you go to prison right away you will have to stay only five years and when you get out you can finish your education without its costing you any more than it does now. But if you want to you can wait before you go to prison; you can have ten years of freedom right now. But after that you will have to go to prison for ten years instead of five." If you knew you had to go at one time or the other and that you could not possibly escape, which would you choose, (1) five years of prison now, or (2) ten years of prison later?
- 112. Do you often (several times a week) become so excited or angry that you can't keep still even though you want to?
- 113. Are you often (almost every day) bothered by not being able to get rid of some useless thoughts that keep coming into your mind?
- 114. Do you get tired of work quickly?
- 115. Do you usually plan your work ahead?
- 116. Are you lazy most of the time?
- 117. Do you often (several times a year) get into trouble because of doing something on impulse (but not in anger)?
- 118. Do you usually carry out your plans?

119. Do you often enjoy your work more than your play?
120. Which would you rather have, (1) great riches without any important work to do, or (2) interesting and important work that brings you only a comfortable income?
121. Do you have the habit of leaving a lot of tasks unfinished?
122. If you could have *ten* of the following wishes but *only* ten, which would you choose? If you have already mentioned some of these things in your written wishes, it makes no difference; choose them again if you still prefer them to other things in the list.
[Put a mark on the Answer Sheet after *each* of the ten things which you choose. Be sure to mark *ten* choices, but *only* ten.]
- a. To have an automobile, a speedboat, an airplane. (Any, or all three.)
- b. To have athletic skill.
- c. To be successful in your work.
- d. To be famous.
- e. To have plenty of amusement, thrills.
- f. To have ability, talent.
- g. To have good looks, personality.
- h. To have no school.
- i. To read books.
- j. To live somewhere else.
- k. To have peace and quiet.
- l. To have important and interesting work.
- m. To have a good-looking and romantic sweetheart.
- n. To have a good education.
- o. To help get rid of the suffering and injustice in the world.
- p. To inherit a million dollars.
- q. To have many true friends.
- r. To be brave, truthful, loyal, and kind.
- s. To travel widely.
- t. To be able to help your family and friends.
- u. To have a happy marriage and good, bright children.
- v. To have lots of good luck.
- w. To succeed in _____
(If you choose item *w*, write in any special thing you want to succeed in and also mark the Answer Sheet.)
- x. To be well-dressed and popular.

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